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ABSTRACT

This matrix and these word lists are intended for use as a practical working tool in the area of competency-based curriculum. In the curriculum terminology matrix, inclusions are primarily concepts critical to curriculum development. The matrix indicates whether terms are found in word lists for Pennsylvania, Delaware, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Virginia, Washington, D.C., West Virginia, Wisconsin, Open Entries, and V-TECS (Vocational Technical Education Consortium of States). In the word lists for the various states, open entries, and V-TECS, words are defined, and unusual expressions are organized with more common counterparts. The states of Delaware, Pennsylvania, and West Virginia, which use the V-TECS terminology, are not represented in the word lists. (YLB)

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The matrix and word lists in the following Curriculum Terminology section were developed for use as a practical working tool. In the matrix inclusions are primarily concepts critical to curriculum development. Words are used with identical or similar meanings and unusual expressions are organized with more common counterparts. Many terms in the word lists are not limited to our special area of knowledge and are not generally presented within the matrix. The states of Delaware, Pennsylvania and West Virginia use the V-TECS terminology and will not be presented in the word lists.

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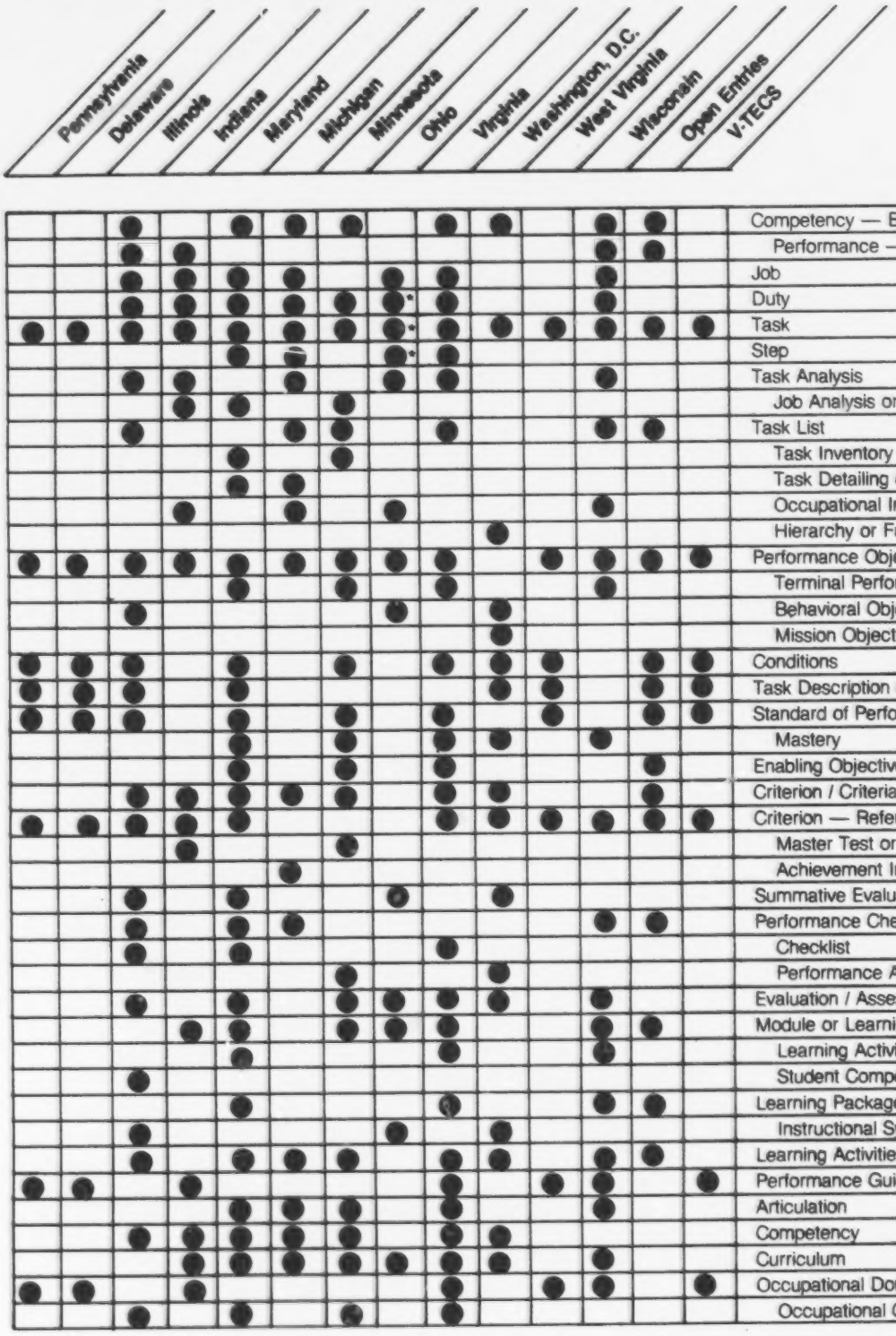
Curriculum Terminology Matrix



*Ohio uses Job-Task-Step-Activity.
Many use Job-Duty-Task-Step.

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District of Columbia

ACTION PLAN A projection of what is to be accomplished to reach stated goals; key components include: planning assumptions, resources and constraints, alternatives, selected alternatives, process objectives, critical tasks with time lines and responsible officers, monitoring process and evaluation.

AFFECTIVE BEHAVIORS Emotional competencies which indicate the degree to which interests, attitudes and values are present, and subsequently, the changes in direction and intensity which result from instruction.

ALTERNATIVES Optional means of achieving a stated objective.

ASSESSMENT TASK An appraisal or measurement of student performance against specific criteria which are stated in behavioral objectives.

BEHAVIORAL OBJECTIVES Statements of expected student performance which include: (1) description of the target audience, (2) action verb (what the student is to do), (3) conditions under which action is to be done, and (4) criteria or the acceptable level of performance.

BUDGET CATEGORY The first level division of the budget structure.

BUDGET SUBCATEGORY The second level or subdivision of the budget structure.

COGNITIVE SKILLS Mental competencies which deal with the development of intellectual abilities such as visual memory, auditory memory, reasoning ability and sequential processing.

COMPETENCY The demonstrated ability of an individual to perform a task at a required or specified level of proficiency.

COMPETENCY-BASED CURRICULUM (CBC) An individualized, progressive, sequential instructional program based on the use of specific behavioral objectives for which criterion levels of performance have been established.

COORDINATING TEAM FOR CBC The team having immediate responsibility for providing over-all leadership and direction for the system-wide CBC thrust.

CONSTRAINT An anticipated problem which may make it impossible to achieve stated objectives.

CONTINUUM An orderly, planned sequence of events or experiences.

CRITERION-REFERENCED TEST Measures designed to provide information on the specific knowledge or skills possessed by a student. Test results indicate whether or not an acceptable level of performance was demonstrated for each objective of instruction.

CURRICULUM VALIDATION A process used to determine whether or not curriculum materials are as effective with the students as the developer intended them to be. Validation requires that the materials be used with children by teachers and data gathered relative to that use. These data are used to revise portions of the curriculum until it is proven to be effective.

DEMOGRAPHIC DATA Information pertaining to characteristics of individuals (such as age, sex, ethnic background or income level) or groups (such as birth, death or mobility rates of a population).

EQUITABLE DISTRIBUTION OF RESOURCES The distribution of resources according to established criteria: workload related to the administration of the school unit, number and type of students, workload related to the type of school and program needs, etc.

EVALUATION The process of using data collected by various forms of measurement or assessment to judge or make decisions about the merit or worth of an educational program or operation.

EXEMPLARY CLASSROOMS Classrooms in which management practices reflect the CBC philosophy through the use of media, scheduling, grouping, teaching styles, learning styles and the collection of assessment data.

FY Fiscal Year, the accounting period for budgeting and budget execution. For example, FY '78 begins October 1, 1977 and ends September 30, 1978.

FORMATIVE EVALUATION A label coined by Scriven (1967) to refer to the internal evaluation of a program, usually undertaken as part of the development process, in which different aspects of the evaluation (instruments, treatments) may be modified before final evaluation of the program occurs.

FUNCTION A collection of required jobs or tasks necessary to achieve a specified objective or bring about a given product or outcome; related outcomes contributing to the accomplishment of mission objectives.

GOALS Ends toward which any agency or person performs work or renders service; statements of purpose or ultimate outcomes; a perception of an ideal.

GRADE EQUIVALENT SCORE A derived score which is expressed as the grade placement of those pupils for whom a given score was average. For example, a grade equivalent score of 7.3 indicates average performance for pupils in the third month of the seventh grade.

GUIDEPOST A definable point along a continuum which identifies a performance task or set of tasks to be completed, a milestone, benchmark, checkpoint, event or level of achievement.

HIERARCHY A sequence of objectives, arranged from simple to complex, into a series of instructional systems which, when mastered in sequence, lead to the mastery of a specific terminal skill.

HUMANISTIC STUDIES Interdisciplinary three-step program, introduced at Woodson Senior High School five years ago. It embraces literature and drama, arts, music, social studies, science and human values and philosophic currents dominant in the literature. The course was designed for the disadvantaged minority student of high potential in large urban centers. With the program at Woodson as a pilot, Humanistic Studies was introduced in 1976-77 at three other senior high schools at the tenth grade level (American Studies). Since that time, the entire Humanities curriculum has been introduced at the three satellite schools.

IMPLEMENTATION TEAM FOR CBC The team responsible for facilitating instructional activities relative to CBC, as well as mobilizing school system expertise and resources at the city-wide, regional and local school levels.

INDIVIDUAL EDUCATION PROGRAM A written statement developed for each handicapped child which includes (A) a statement of the present educational performance level of the child, (B) a statement of annual goals, including short term instructional objectives, (C) a statement of the specific educational services to be provided, and the extent to which the child will be able to participate in regular (mainstream) educational programs, (D) the projected date for beginning and anticipated length of these services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining whether the instructional objectives are being achieved.

INSTRUCTIONAL GOAL A central purpose in teaching-learning or an overall terminal focus to be distinguished from an objective by having greater breadth or scope.

INSTRUCTIONAL LEARNING ACTIVITIES Ways specified by teachers in which students are able to acquire and practice the behavior that is specified in an objective.

INSTRUCTIONAL MANAGEMENT TEAM FOR CBC The team having the primary responsibility for providing a direct liaison between the Coordinating Team and the Regions by providing instructional leadership to the Implementation Team.

INSTRUCTIONAL SUPPORT TEAM FOR CBC The team providing city-wide leadership in subject matter areas and having immediate responsibility for developing team approaches to improve the quality of teaching-learning in the classroom.

INSTRUCTIONAL SYSTEM An objective or hierarchy of objectives (systems within systems) with accompanying learning activities and assessment tasks which are in performance agreement with each other.

INSTRUCTIONAL TRIAD A single instructional system, consisting of one behavioral objective, at least two learning activities, and at least three assessment tasks, which are all in performance agreement.

LARGE CITY NORMS A description of the test performance of a sample chosen to represent students from cities with the largest population.

MARKETABLE SKILL A salable competency desired in the marketplace.

MASTERY The possession or display of thorough knowledge and proficient skill in performing a task.

MEAN The average score for a group, equals the sum of scores divided by the number of scores.

MEDIAN That point in a distribution of scores above and below which there are an equal number of scores; identical with the 50th percentile.

MISSION A broad and comprehensive statement of an overall job — a product, completed services, or a change in conditions — that must be accomplished.

MISSION OBJECTIVE A precise statement expressed in performance terms which qualify the outcome of a mission.

MODE That score or value that occurs most frequently in a distribution of scores.

MONITORING The process of securing and transmitting information that indicates the status of process objectives, critical tasks and outcomes.

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NATIONAL NORM A description of the test performance of a group of students which was carefully selected to represent the total U.S. population with proportional representation of geographic, region, community type and demographic characteristics.

NEED A deficiency or problem which when identified through an assessment procedure requires appropriate attention and action.

NEEDS ASSESSMENT A formal process for collecting and analyzing data which identifies and documents discrepancies between "what is" and "what should be."

NORM A frame of reference for interpreting achievement scores based upon the performance of a sample group of students.

NORMAL CURVE EQUIVALENT An equal interval percentile scale with a range of 1 through 99, a mean of 50 and a standard deviation of 21.06.

NORM-REFERENCED TEST A standardized measure used to ascertain an individual's performance in relationship to others who have taken the test permitting relative comparisons among individuals.

PERCEIVED NEED Concerns based upon the opinion of respondents in an assessment process.

PERCENTILE RANK The number which represents the percentage of cases in a comparison group which achieved scores lower than the one cited. For example, a Percentile Rank of 63 is that point below which 63 percent of the cases fall.

PERFORMANCE AGREEMENT The condition which exists in a valid instructional triad, in that the action which is specified in the objective is taught in the activities and assessed in the assessment tasks.

PHILOSOPHY An expression of fundamental beliefs concerning the role of the school system in the community.

PILOT SCHOOLS Those schools which serve as sites for the field testing of curriculum materials.

PLANNING The process of identifying the overall, long-range goals, priorities and objectives of an organization, and formulating various courses of action to be followed in working toward achieving those goals, priorities and objectives.

PLANNING ASSUMPTION A statement of conditions which establishes limitations for planning activities.

PROCESS OBJECTIVES Statements that specify in measurable terms the activities to be accomplished in meeting organizational goals.

PROFICIENCY LEVEL The level of student achievement as measured by systemwide criterion-referenced tests administered to students at specified checkpoints along the pre-kindergarten through 12th grade instructional continuum.

PROTOTYPE SCHOOL A school implementing CBC using validated curriculum materials which serve as a visiting and observation site.

PRIORITIES A set of statements which have been ranked according to their relative importance.

PSYCHOMOTOR SKILLS Motor competencies requiring manipulation of an object, the operation of a tool to produce a product, or a specified body movement for a physical routine.

QUARTILES Points on a scale of scores which mark the division of the scores into four equal parts. For example, the first quartile is the point below which 25 percent of the scores lie, and the third quartile marks the point below which three-fourths of the scores lie.

RANK ORDER SCALE Scores arranged in order, with the best or highest labeled "1," the next "2," etc. In the case of a tie, the average rank must be assigned. For example, if two cases tie for third place, both cases rank 3.5.

RESOURCE Money, people, facilities, time, materials or anything else used by the education system for accomplishing its objectives.

SAMPLE A subset of students systematically drawn from a larger set or population of students.

SCALE A number system with equally spaced points.

SY School Year, the nine-month school term. For example, SY '78 begins in September, 1977 and ends in June, 1978.

SKILLS Abilities acquired by observation, study or experience in mental, emotional and/or physical performance.

SOCIOECONOMIC DATA Information pertaining to social and economic factors; as used in education usually includes measures such as occupation level, education level, kind of residence, amount of income, source of income and dwelling area.

STANDARDIZED TEST A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions.

STRAND A sequence of objectives designed to develop skills in a specific thematic area of a subject field.

STATISTICAL SIGNIFICANCE A statement of probability that a measured outcome or change could have occurred by chance. Significance levels are usually established at the 5% (alpha less than 0.05) level or the 1% (alpha less than 0.01) level.

SUMMATIVE EVALUATION A label coined by Scriven (1967) to refer to the evaluation which determines whether a fully developed program has met its objectives more successfully than alternative programs or no program.

SYSTEM GOAL A broad statement of purpose, organizationwide in scope, which identifies the ideals toward which the school system strives.

SUPPORT SERVICE PLAN The strategies developed by a unit within the school system to implement the goals and priorities of that system.

TASKS Activities which have a common purpose or are directed toward some specific product or final result.

Illinois

ACADEMIC METHOD OF INSTRUCTION Course work, simulation and workshop.

ADJUNCTIVE PROCESS A structured process which makes use of existing materials as the primary source of instruction, around which a learning guide (objectives, learning activities, etc.) is built to direct the student through the learning experience.

AFFECTIVE DOMAIN Deals with emotions or feelings. Described by words such as interest, appreciation, enthusiasm, motivation and attitude.

BEHAVIORAL ANALYSIS See Task Analysis.

BEHAVIORAL OBJECTIVE A behavioral objective is similar to a measurable objective, with the two seldom being differentiated. However, the connotation implies a clincial analysis of covert and overt behaviors, with a charting of stimulus-response after the task description has been completed.

CHECKLIST The component of a competency-based system which is used to report the student's progress.

COGNITIVE DOMAIN Deals with thought processes. Described by such words as knowledge or understanding.

COMPETENCY A complex unit of behavior with an observable beginning and end which combines cognitive, affective and psychomotor behaviors in various proportions so as to result in a measurable product and/or service, and to meet a specified performance standard.

COMPETENCY-BASED VOCATIONAL EDUCATION (CBVE) An instructional process aimed at improving the teaching-learning process. CBVE can also be called competency-based education or instruction, performance-based education or instruction, criterion-referenced instruction, mastery learning or proficiency-based education. By definition, CBVE refers to occupational programs in which required behaviors (competencies) and performance standards are specified in advance of instruction.

COMPETENT OCCUPATIONAL EDUCATION ADMINISTRATOR An Occupational Education Administrator, with documented cognitive proficiency at or above the "application" level (Bloom, 1956) and affective proficiency at or above the "valuing" level (Krathwohl, 1964) in regard to 90% of the 159 occupational education administration competencies adapted by Ramp and Anderson (1972), who administers an organization in which the organizational climate is at least as open as the organizational climate of the supra-organization in which he/she functions.

CONTENT ANALYSIS Identification of instructional objectives by analyzing existing tests and other existing instructional materials.

CRITERION CHECKLIST The portion of a performance evaluation set where an instructor records either a satisfactory or unsatisfactory rating of the student's achievement of the performance requirements of an occupational task.

CRITERION-REFERENCED TEST (CRT) OR MEASURE One constructed to yield measurements which are directly interpretable in terms of specified performance standards. A student is evaluated according to predetermined performance standards rather than by a comparison with other students. A CRT is performance-oriented; that is, it measures if an individual can perform a job task or work sample under controlled conditions. This type of performance test usually, but not always, involves the manipulation of equipment, materials and objects.

DUTY STATEMENT A description of what is being done in a segment of the total job.

Validated as of 4/82

EVALUATION A component of the student competency sheet which includes various testing methods of determining the success of an instructional process to insure the accurate appraisal of student achievement in relation to performance of an objective.

EXPERIENCE AS ACTING VOCATIONAL DIRECTOR Designation as acting vocational director and responsibility for the accomplishment of at least three of the OEAP clusters prior to admission to the Occupational Education Administration Project.

EXTENDED ACTIVITIES Enrichment or extra activities for students who wish to go beyond minimum competency level in order to become more proficient in the competency area. Learning activity packages, learning centers, youth organization activities, activities to be done at home and on-the-job can be used.

FEASIBILITY STUDY A study conducted for the purpose of determining whether or not the instructional systems development process should be applied to a course of instruction. Factors such as course prerequisites, investment requirements, employment opportunities and the number of students to be trained are taken into consideration.

FEEDBACK The function of a device which provides "knowledge of results" to the student, curriculum developers, project manager and others.

FORMATIVE EVALUATION A kind of process research or outcome evaluation at an early or intermediate stage of activity for the purpose of discovering deficiencies and successes in the development. In education, such a process is used primarily to improve materials or a course rather than to appraise products or to compare methods and materials.

HANDS-ON Activity in which the trainee "handles" the equipment or materials required for occupational task performance. Activity-oriented learning or laboratory work in contrast to lectures, textbook reading assignments, etc.

INDIVIDUALIZED INSTRUCTION Instruction which is learner-centered rather than instructor or content-centered. Students engaged in individualized instruction activities can be observed to be performing significantly differently than students in a traditional course of instruction. Choosing the task to be mastered, charting work progress, obtaining examination results and mastering tasks at an individual rate are student activities which can be clearly observed to be different from student behaviors in traditional courses.

INSTRUCTIONAL SYSTEM A set of interrelated, interacting, precisely controlled learning experiences that are designed to achieve a specific set of training objectives, but organized into a unified, dynamic whole which is responsive and adaptive to the individual student while fulfilling specific job-relevant training criteria.

ITERATIVE EVALUATION An evaluation process which is repeated time after time (i.e., test/revise/retest cycles) to assure accuracy, quality and relevancy of the training materials and program.

JOB DUTIES Distinct major activities involved in performing a job and consisting of a collection of related tasks.

LEARNING ACTIVITIES These are learning strategies or activities which the student performs. This section of a student competency sheet should list methods used by the student to achieve the objective. It can contain both required and optional assignments. Students should have some choice in selecting from readings, lectures, field trips, group discussions, role-play presentations, projects, seminars, media presentations, and other activities.

LOCAL COOPERATING ADMINISTRATOR The administrator, in the public high school or community college where an OEAP Alumni completes his/her internship, who supervises the intership on a day-to-day basis.

MEASURABLE OBJECTIVES A stated goal of task mastery. The statement is in reference to overt behavior (observable and measurable) and specifies the quality standards of the performance and conditions of the situation. The goal is usually derived from a task description. There are a number of methods of acquiring a description of the tasks being performed by trained personnel in the field.

OCCUPATIONAL CLUSTER A group of jobs within a particular job family.

OCCUPATIONAL EDUCATION ADMINISTRATOR An individual who has, as a significant portion of his/her professional role, the administration, supervision and development of an occupational education program or programs.

OCCUPATIONAL FAMILY A group of jobs which have a common core of tasks and tools and use similar raw materials.

ORGANIZATIONAL CLIMATE The prevailing interpersonal environment which exists among the persons who belong to an organization.

ORGANIZATIONAL MAINTENANCE The behaviors of an administrator as he/she seeks to establish and support an organizational climate that result in a productive school that accomplishes important educational goals and wherein students and educators gain personal satisfaction.

PERFORMANCE OBJECTIVE A statement of exactly what the learner must do, indicating an activity that is to be observed and measured. A performance objective contains three bits of information: (1) **conditions** which describe the situation, limits, supplies, tools and equipment which the student will have to work with; (2) **behavior** which states exactly what observable action the learner must demonstrate; and (3) **standard** which describes how much is required or how precisely the quality of work must be done. The performance objective's three parts answer the questions, "Given what?," "Does what?," "How well?"

PHASE The academic year during which an OEAP Alumni participated in the OEAP as a student. Phase I = 1972-73; Phase II = 1973-74; and Phase III = 1974-75.

PRACTICAL METHOD OF INSTRUCTION Internship and on-the-job experience.

PROFICIENCY The documented ability of an OEAP Student to perform the cognitive and affective behaviors which comprise an occupational education administration competency or the documented organizational maintenance ability of an OEAP Alumni Administrator.

PROGRAM HEAD An Occupational Education Administrator who is responsible for one or more, but not all, of the occupational education programs in a specific school or schools.

PSYCHOMOTOR DOMAIN Deals with muscular movement. Described by such words as adjusts, turns, screws, etc.

REGENERATIVE To reform, to reproduce, to renew, to restore through follow-up evaluation activities oriented toward program improvement. In vocational-technical education, evaluation systems must be especially sensitive to changes in the technology, equipment, practices and procedures, etc.

SIGNIFICANT DIFFERENCE A statistical difference of a magnitude that is likely to occur only five times out of one hundred observations.

STUDENT COMPETENCY SHEET An instructional management tool to help organize the teaching-learning process. Used by the student, it lists the unit, competency or task, performance objective, learning activities, evaluation exercise the student must complete to master one competency, and extended activities that the student can do to further his/her skills.

SUMMATIVE EVALUATION An evaluation process which amasses statistical information which, in one example, is used to make comparisons among products or methodologies. Experimental and control groups are usually structured for testing purposes.

SYSTEM CONTROL DOCUMENTS Evaluation instruments and detailed checklists of tasks required of personnel involved in the instructional systems development process. Provides for quantity and quality control of work being performed at the various levels within the developmental process.

SYSTEM DEVELOPMENT TEAM The technical writers, subject matter specialists, editors and project managers engaged in a coordinated team effort utilizing the instructional systems development process.

SYSTEMS APPROACH A management process which is focused on system design analysis, management by objectives, technology of instruction, quality assurance and performance and accountability contracting. The specification of events, processes, outputs, etc., with information feedback mechanisms for constant monitoring and adjustments.

TASK A discrete unit of work performed by an individual in the completion of an assigned job duty. Each task has a definite beginning and ending within a limited period of work time.

TASK ANALYSIS An analysis of the behavioral implications of the task description through a clinical process which requires a thorough listing of employer-based performance requirements. This requires an analysis of overt and covert behaviors with a charting of activities performed by personnel on the job.

TASK DESCRIPTION A thorough task description could be used as a procedural manual for the novice. It should enumerate all the circumstances in the stimuli and responses that can occur on the job. Task descriptions can be derived from a content analysis, by simulation, by interview (consensus) analysis or by observation.

Validated as of 4/82

TASK LISTING The component of a competency based system which lists the competencies that a student has the opportunity to learn in a vocational class.

TEST/REVISE/RETEST CYCLE That portion of the instructional systems development process where individual performance evaluation and learning activity materials are systematically tested, revised and retested prior to implementation in the classroom or laboratory.

UNIT The name of a unit of instruction. A unit contains a group of related competencies.

UNIVERSITY SUPERVISOR The university professor who visited an OEAP Student and his/her Local Cooperating Administrator at the Student's Internship site and who assigned grades for the internship component of the OEAP.

USUAL LOCAL COOPERATION ADMINISTRATOR SUPERVISION Regular meetings of an OEAP Student with his/her Local Cooperating Administrator to discuss the student's development of cognitive and affective proficiency from one to three hours per week and facilitation of learning experiences in at least 7 of the 9 sample competency areas by said administrator.

VALIDATION To confirm or prove. Usually accomplished through field testing with a population of adequate size to insure generalizability. Proof of doing that which was intended as measured against specific criteria and quality standards.

VERIFICATION To test or check accuracy or exactness. While the meaning is similar to the definition provided for validation, the connotation in education implies a less rigorous process with a population inadequate in size to claim validation.

VOCATIONAL DIRECTOR The Occupational Education Administrator who is responsible for all of the occupational education programs in a specific school or combination of schools.

Indiana

AFFECTIVE BEHAVIOR Those behaviors which result from personal opinions, attitudes, feelings, beliefs and values.

COGNITIVE BEHAVIOR Those mental behaviors which result from acquisition and use of knowledge.

COMPETENCY Performance of tasks at a specified level under designated conditions.

CRITERION-REFERENCED MEASURE An evaluation component to assess the attainment of a performance objective.

DICTIONARY OF OCCUPATIONAL TITLES (DOT) Department of Labor publication listing job titles and job descriptions.

DUTY A cluster of related tasks.

JOB Tasks performed by an individual to achieve specific occupation requirements.

JOB TITLE Titles found in the Dictionary of Occupational Titles and those determined by job title analysis in Indiana.

JOB TITLE ANALYSIS A process which verifies jobs and tasks.

MASTER TEST Criterion-referenced evaluation used to measure the attainment of a performance objective.

MODULE A learning unit which is self-contained. The module consists of instructions, performance objectives, performance guide and criterion-referenced test to measure the attainment of the performance objective(s).

OCCUPATIONAL ANALYSIS A process of identifying employment needs and trends.

OCCUPATIONAL DOMAIN A cluster of related job titles.

OCCUPATIONAL MATRIX A systematic organization of occupational units which identifies tasks that are generalizable and transferable.

PERFORMANCE BASED VOCATIONAL EDUCATION (PBVE) PROGRAMS Programs based on job research where course content is identified through task analysis, instructional content is identified in terms of performance objectives, and student progress is assessed through use of criterion-referenced measures.

PERFORMANCE GUIDE A suggested learning sequence to achieve a performance objective.

PERFORMANCE OBJECTIVE A statement in precise, measurable terms of a task-related behavior to be exhibited by a learner under specified conditions.

PSYCHOMOTOR BEHAVIOR Those physical behaviors which result from a mental process.

TASK The smallest unit of work that constitutes a sequential set of related behaviors for the completion of a job.

TASK ANALYSIS The process of reducing a task into its affective, cognitive and psychomotor behavioral components.

VOCATIONAL CURRICULUM Program content, instructional materials, and media organized to prepare students for one or more occupations.

Maryland

AFFECTIVE DOMAIN Learning which involves the interests, attitudes, values and emotions of the learner; the "feelings" a person has.

ARTICULATION The relationship of an instructional program to similar or related programs at another level.

CAREER LADDER A graphic description of the sequence of jobs making up a particular occupation, beginning at the bottom with the job requiring the least amount of experience and training and proceeding up the ladder to the job requiring the greatest number of skills and the highest degree of responsibility. (Also called career lattice or job ladder.)

CHECKLIST A list of activities or behaviors that are checked by a teacher or observer as being done during a particular observation session; frequently used to assess student performance in the psychomotor and affective domains of learning.

COGNITIVE DOMAIN Learning which involves recall, recognition and development of intellectual skills and abilities; the information a person "knows."

COMPETENCY The ability (including knowledges, skills and/or attitudes) to perform a specific task successfully to meet a specified standard. (Also called a skill or task.)

COMPETENCY-BASED VOCATIONAL EDUCATION (CBVE) Occupational training programs in which required knowledges, skills and/or attitudes (competencies) are specified before instruction takes place. A CBVE program has the following characteristics: 1) student performance objectives, which are based on a job analysis, are specified and made known to students; 2) instructional methodology is geared to the individual student; 3) learning time is flexible; and, 4) student evaluation is based on the performance standards needed on the job. (Also called competency-based instruction, performance-based education/instruction, criterion-referenced instruction, mastery learning or proficiency-based education.)

COMPETENCY PROFILE A record-keeping form to keep track of a student's competencies in a specific occupational area.

COMPETENCY STATEMENT An action verb and a noun that describe a job task (i.e., type a business letter)

CONSTRUCTED-RESPONSE TEST ITEMS Items which require a student to construct a response to a question, such as a short answer, a definition and essay question; items usually used to assess students in the cognitive domain. (Also called supply test items or free-response test items.)

COURSE A defined segment of a program which includes specified number of credit hours.

COURSE OF STUDY A comprehensive plan which shows the scope and sequence of content, and the organization and management of instructional activities for a specific course in the curriculum. (Also called course outline, course syllabus, or course synopsis.)

COURSE OUTLINE A topical listing of the content of a specific course.

CRITERION (Criteria) A performance standard or a specified statement on which a judgment or decision may be based. (Also called standard or performance level.)

CRITERION-REFERENCED TEST (CRT) A test constructed to yield measurements that are directly interpretable in terms of specified performance standards. An individual's performance is compared to a criterion; the criterion being the work or performance standard. Thus, the score on a CRT is based on absolute standards, such as job competency, rather than relative standards, such as class standing. (Also called a criterion-referenced measure, criterion-referenced evaluation, objective-referenced test, proficiency test or a domain-referenced test.)

CURRICULUM All the objectives, content and learning activities arranged in a learning sequence for a particular instructional area. An orderly arrangement of integrated subjects, activities and experiences which students pursue for the attainment of a specific educational goal.

DICTIONARY OF OCCUPATIONAL TITLES (DOT) A publication prepared by the Bureau of Employment Security, U.S. Department of Labor, that contains descriptions of specific job titles.

DOT CODE A nine-digit number identifying a specific occupation taken from the **Dictionary of Occupational Titles.**

Validated as of 4/82

DUTY A distinct grouping of tasks which are related to each other by the nature of the work to be performed (i.e., Job-Duty-Task-Step).

ENABLING PERFORMANCE OBJECTIVE A statement of the knowledges, skills and/or attitudes which the learner must have if he/she is to reach a particular terminal performance objective. Enabling performance objectives, which are necessary for a student to attain before the terminal performance objective(s) can be reached, are contained within or identified with the same task as the terminal performance objective(s). (Also called subordinate objective, intermediate objective or interim objective.)

ENTRY-LEVEL SKILLS The set of competencies required of a beginning worker in an occupation for immediate productivity upon entering that occupation.

EVALUATION A judgment of the worth or quality of an individual's performance; judgment of a student's knowledges, skills and/or attitudes. (Also called assessment.)

EVALUATION STRATEGIES Methods of determining the success of an instructional process, including the necessary planning to insure the accurate appraisal of a learner's achievement in relation to performance objectives.

GOAL A statement of broad general direction or intent.

INDIVIDUALIZED INSTRUCTION Learner-centered instruction in which the materials and activities are tailored to meet the needs of the individual student; includes individual placement and selection of goals, self-pacing, individual monitoring of progress, and adaptation to individual learning style. (Also called individualized learning, individually-prescribed learning or personalized instruction.)

INTERVIEW METHOD A job analysis method in which employees are interviewed to gather information about their jobs.

JOB The composite of duties and tasks performed regularly in one's trade, occupation or profession (i.e., Job-Duty-Task-Step).

JOB ANALYSIS The method used to gather information about a job, involving observations, interviews and questionnaires. The goal is the development of a detailed description of the qualifications necessary for a specific job, conditions for performance and the duties and tasks involved. (Also called task analysis or occupational analysis.)

JOB INVENTORY A survey instrument containing a listing of possible tasks to be performed in a particular occupational area, grouped under duty classifications. (Also called task inventory or occupational inventory.)

JOB TITLE The common name by which a position is identified.

LEARNING ACTIVITIES Educational exercises completed by the students to learn specific competencies. (Also called learning strategies.)

LEARNING ACTIVITY PACKAGES Individual self-contained packets of information to facilitate learning. Each LAP contains a pre-test, student performance objectives, learning activities, self-checks and a post-test. (Also called learning packages, learning modules or learning packets.)

LEARNING RESOURCES Learning materials, methods and people used to assist people in learning.

LESSON PLAN A detailed teaching breakdown of the important points of a lesson arranged in the order in which they are to be presented. A lesson plan is a step-by-step analysis of how one intends to teach a lesson.

MASTERY A specified level of performance; meeting all of the specified minimum requirements for completion of a task or competency.

MEASUREMENT A systematic, objective procedure concerned with developing quantitative descriptions of a student's performance or behavior.

MODULE A unit of instruction; a package of learning materials designed to allow a student to achieve a competency or set of competencies; a learning activity package.

NORM-REFERENCED TEST A test in which the student's score is compared to the performance of other students taking the test.

OBSERVATION METHOD A job analysis method in which employees are observed performing their jobs.

OCCUPATIONAL CLUSTER A group or listing of occupations within a vocational area that share common experiences, knowledge and skill requirements, such as manufacturing occupations, construction occupations, etc.

OPEN-ENTRY/OPEN-EXIT A scheduling approach that allows students to enter, leave and re-enter a vocational program at any time. Completion of a program of study is possible whenever the student is able to demonstrate competency on selected subjects.

PERFORMANCE OBJECTIVE A statement of exactly what the learner must do, indicating an activity that can be observed and measured. A performance objective contains: (1) the **conditions**, which describe the situation, limits, tools and equipment; (2) a **behavior**, which states exactly what observable behavior the learner must demonstrate; and (3) a **standard**, which describes how much is required or how precise the quality of work must be. Thus, a performance objective answers the questions: Given what? Does what? How well? (Also called behavioral objective, terminal objective or criterion objective.)

PERFORMANCE TEST A type of measuring device in which a skill or task is specified and the students are required to actually perform the task using materials and equipment.

POST-TEST A test administered after a student has proceeded through the instruction related to a performance objective in order to determine whether the student has mastered the objective. In an individualized system, post-tests are used to determine whether the student should move on to another objective or receive further instruction on that same objective.

PREREQUISITE Anything that is required before something else can take place. Generally used to refer either to specific skills, abilities or other requirements needed before an occupational position can be attained or to knowledges and skills required before a specific objective can be mastered.

PRE-TEST A test administered before a student begins a new sequence of instruction to determine what the student already knows or is capable of doing. In a individualized system, pre-tests are used to determine which objectives the student does not need instruction in.

PROCESS EVALUATION An appraisal process designed to determine if a student is progressing satisfactorily; a student's performance on procedures or steps. (Also called formative evaluation, input evaluation or dynamic evaluation.)

PRODUCT EVALUATION An appraisal process designed to determine the degree of accomplishment or achievement on the part of the student in relation to the performance objectives; rating the final product of a student's performance. (Also called summative evaluation.)

PROGRAM A planned sequence of courses, services or other educational activities designed to meet specific vocational objective(s) so that individuals are prepared to enter an occupation or closely rated groups of occupations.

PROGRAMMED INSTRUCTION An instructional strategy which presents information in planned steps. Instruction can be programmed in such media as printed texts, tapes, films, filmstrips, slides and scripts for live presentation. Programmed instruction can either be branched or linear.

PSYCHOMOTOR DOMAIN Learning which involves manipulative or motor skills; the physical activities a person does in performing a skill.

QUESTIONNAIRE METHOD A job analysis method in which employees complete a questionnaire or a job inventory survey instrument.

RATING SCALE A measurement instrument used to assess the quality of work that a student has done; can be used to rate the final product in the psychomotor domain and student work habits in the affective domain.

RECOGNITION TEST ITEMS Items which require a student to recognize or select a correct answer from a series of choices, such as multiple-choice and matching items. (Also called selection test item.)

SCOPE The amount of instructional material to be taught. The depth and breadth of the tasks and instructional content to be taught in a particular course.

SEQUENCING The process of arranging instructional content in a logical order to enable efficient and effective learning.

SKILL A manipulative action performed while producing a finished product or performing a task. (Also called operation, task or competency.)

STANDARD That part of a performance objective or of a criterion-referenced measure which describes how well or to what proficiency level a task must be performed. (Also called performance level, criterion or work standard.)

STEP The smallest aspect of a skill; a very specific level in the hierarchy of a job (i.e., Job-Duty-Task-**Step**); simpler abilities needed to do a more complex task. (Also called sub-task or subordinate skill.)

Validated as of 4/82

STUDENT COMPETENCY SHEET An instructional management tool used by the student which lists the instructional unit, competency or task, performance objective, learning activities, evaluation and extended activities the student will complete to master a competency.

STUDENT CONTRACT A formal, written agreement between the instructor and student that specifies the relationship between the course content and grading procedure.

SYSTEMS APPROACH A logical and integrated combination of resources (students, instructors, materials, equipment and facilities), techniques and procedures designed to achieve a specified purpose.

TASK A discrete unit of work performed by an individual in the completion of an assigned job duty (i.e., Job-Duty-Task-Step). (Also called skill, operation or competency.)

TASK DETAILING A listing of the steps involved in performing a job task in terms of what is done; the procedures to follow in completing a job task. (Also called task description.)

TEACHING STRATEGIES Methods of directing and conducting the teaching-learning process of instruction in a given situation.

TERMINAL PERFORMANCE OBJECTIVE A student outcome that identifies what the student will be able to know or do after successfully completing the unit objective. One may have to achieve several enabling objectives before being able to perform the terminal objective.

UNIT OF INSTRUCTION A major grouping of instructional content arranged because of its similar nature or for ease of instruction or learning.

VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES (V-TECS) A group of states and agencies formed to develop catalogs of performance objectives in occupational education. V-TECS employs a uniform procedure for developing objectives based on a job analysis technique. Members develop catalogs and receive catalogs developed by other members. V-TECS is an operating unit of the Commission on Occupational Education Institutions, Southern Association of Colleges and Schools.

Michigan

ACHIEVEMENT INDICATORS The steps which a worker must perform to accomplish a task; the mechanisms through which task performance is measured.

ARTICULATION The process of joining educational agencies through the development of curriculum that is competency based. This process provides students the opportunities to move from one educational level to the next without experiencing unnecessary gaps or overlaps in the curriculum, and to step off the educational ladder to accept work opportunities and step back on the ladder and continue educational advancement without experiencing loss of time, credit and resources. This is accomplished through the efforts of teachers working with business and industry to establish a common curriculum on a continuum from simple to technical.

COMPETENCY Used interchangeably with "task."

COMPETENCY-BASED EDUCATION A curriculum-management system by which teachers manage learning experiences within the classroom.

CRITERION-REFERENCED TEST OR MEASURE A performance guide which is related to established standards for worker performance on the job.

LEARNING ACTIVITIES A description of things which students may be asked to do which will facilitate their learning a particular task or concept.

OCCUPATIONAL INVENTORY/ANALYSIS Michigan uses the term "analysis." This is a survey of incumbent workers in an occupational area to determine the tasks they perform on the job.

PERFORMANCE CHECKLIST OR TEST Used with a list of achievement indicators as a guide to student performance of any given task.

PERFORMANCE OBJECTIVES Descriptions of the behavior each student will be able to demonstrate at the end of a course.

STUDENT ACHIEVEMENT RECORDING PROCESS A method common to all teachers involving performance in tasks according to the achievement indicators and the standard or the criteria. This process facilitates student progress toward occupational or career goals.

STEP Same as ACHIEVEMENT INDICATOR.

STUDENT COMPETENCY RECORD A cumulative record in which student achievement is documented so that tasks in which the student has competency can be verified.

TASK A specific, meaningful unit of work generally performed on the job by a worker.

TASK CRITERIA An established standard of performance related to a specific task and representative of business/industrial skills and knowledges.

TASK LEVEL ARTICULATION Articulation (see above definition) through agreed-upon lists of tasks for specific occupational areas.

TASK LIST A listing of tasks specific to an occupational area and derived through a survey of incumbent workers in that occupational area as determined by DOT worker titles.

TASK STATEMENT The delineation of a task which is composed of the following parts:
a) worker actions: a description of performance followed by one object of action.
b) machines, tools, equipment, work aids, data, people, attitudes and knowledge — what a worker "uses" to perform the action.
c) the one purpose of worker action.
d) materials, products, subject matter and services — what results from the worker action.
e) instructions and judgment — including a reference to a criteria.

Minnesota

ADULT VOCATIONAL EDUCATION A vocational education endeavor designed for the adult who has a job or who is in need of retraining. Emphasis is placed upon upgrading or preparation in relation to employment and/or family-consumer roles.

AFFECTIVE LEARNINGS Those learnings which involve feelings and personal judgments (opinions, attitudes and values) about knowledge needed and behaviors demonstrated during the performance of job tasks.

ARTICULATION Arrangement of components of various levels of vocational education in a connected sequence so individuals choosing more than one level of instruction can move to the next level without either gap or overlap in curriculum.

CLUSTER Groupings of several program areas which are enough alike to be grouped together. The following clusters have been suggested by the U.S. Office of Education and have been adopted by the State of Minnesota: 15-Agribusiness and natural resources, business and office communication and media, construction, consumer-homemaking, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marketing and distribution, marine science, personal services, public service transportation.

COGNITIVE LEARNINGS Those learnings which refer to the knowledge students acquire prior to being able to perform job tasks.

COMPETENCY Satisfactory performance of one or more tasks by the student. Satisfactory performance depends upon psychomotor, affective and cognitive achievement which collectively are measured when the student is evaluated as to his/her ability to perform a specified job-related task(s) under certain specified conditions to a specified level of performance. Generally, there is one competency recorded per module performance objective, or there may be one competency recorded for each terminal unit objective if it makes more sense.

COMPETENCY-BASED VOCATIONAL EDUCATION PROGRAMS A program in which the tasks that students are expected to be able to perform, along with supporting affective and/or cognitive behaviors necessary for task performance, are made public to students in advance of instruction. Students are responsible for demonstrating that they have attained each competency by performing the tasks at a specified level of performance and under the conditions designated.

COMPONENT A group of related units which complement each other and form the basis for what might be termed courses in a more traditional program.

CRITERION LEVEL The level of performance which represents acceptable evidence that a student has learned a task.

CURRICULUM All activities which are planned, carried out and/or evaluated by the instructor of an occupation for the purpose of teaching students to be workers on the job.

DUTY A large segment of work, comprised of one or more tasks, which is performed by an individual.

Validated as of 4/82

ENABLING PERFORMANCE OBJECTIVE A statement of the knowledges, skills and/or attitudes which the learner must have if he/she is to reach a particular terminal performance objective. Enabling performance objectives which are necessary for a student to attain before the terminal performance objective(s) can be reached are contained within or identified with the same module as the terminal performance objective(s).

ENTRY-LEVEL JOB One that employers offer, in fact, to persons lacking on the job experience or to persons who have received some training experience outside of the hiring firm. Then those potential employees of interest are those completing high school or post secondary instructional program.

GOAL ANALYSIS A procedure to formulate the general statement of performance which, when combined with the specific skills, tasks, and knowledge from the job analysis, allows relevant behaviorally-stated objectives to be developed for a position being studied. In goal analysis, a specially-selected panel develops a list in performance terms, rates each item for level of performance, specifies the importance of achievement at the task, and checks the accuracy of the resulting edited statements of behavioral objectives.

INDEPENDENT STUDY Learning activities in which students can engage by themselves without interacting with other students (e.g. watching a filmstrip, reading a book, interviewing a worker on the job).

JOB ANALYSIS The process of identifying, by observation, interview and study, and of reporting the significant worker activities and requirements and the technical and environmental facts of a specific job. It is the identification of the tasks which comprise the job and of the skills, knowledges, abilities and responsibilities that are required of the worker for successful performance and that differentiate the job from all others. (As defined by the U.S. Bureau of Employment Security-1965.)

LEARNING ALTERNATIVES Instructional experiences which are made available to a student with the intent that they would help that student master an objective or set of objectives.

MASTERY The level of performance or achievement which consistently meets occupational standards or standards set by vocational teachers responsible for a specific vocational program.

MODULE A package of materials for the student which consists of a statement of rationale, objective(s), pre-test, learning alternatives and post-test. The package is intended to help the student acquire and then demonstrate the performance of tasks done by workers on the job.

PERSONALIZED INSTRUCTION A program in which different learning alternatives are made available to individual students on the basis of an evaluation of their interests, needs or preferences for learning in a certain way. The available alternative may be selected for the student or he/she may be permitted to make the selection. The content to be learned for occupational competence is relatively fixed because it is based upon tasks performed by workers on the job, but individual students have an opportunity to test-out of those job tasks which they can already perform. The time it takes for different students to master the required competencies varies because the option to repeat small or large group activities as well as activities involving independent study is available.

POST-SECONDARY VOCATIONAL EDUCATION A full-time vocational education endeavor for the student who has left secondary school. Emphasis is placed upon preparation or upgrading in relation to employment knowledge, skills and attitudes.

POST-TEST A performance examination taken by the student to determine whether or not he/she is capable of performing the tasks specified in the terminal performance objective for that module.

PRE-REQUISITES Knowledge, skills or behaviors which students are expected to demonstrate prior to beginning work on a particular module.

PRE-TEST A student's self examination which can be taken by the learner at the beginning of a module. The pre-test gives the learner the opportunity to diagnose what he/she knows and then decide whether or not to select learning activities before attempting to pass the post-test.

PROGRAM AREA A group of related occupations which are enough alike to be listed together. (e.g. food service is a program area which is part of the Hospitality and Recreation cluster of occupations.) Sometimes it is called the Occupational Field.

PSYCHOMOTOR LEARNINGS Those learnings which require physical performance by the student. Such learnings are usually acquired by practicing a skill-oriented task.

RATIONALE A short explanation at the beginning of a module which tells the student: (1) why he needs to learn what is contained in that particular module, (2) how that particular module fits into a set of modules which together teach him the occupation.

SECONDARY VOCATIONAL EDUCATION A vocational education endeavor available to secondary students with the primary purpose of vocational exploration, career preparation or prepost-secondary education.

TASK A group of work activities which are associated for a common purpose or end and those work activities, taken collectively, have meaning or use to the job. The task statement qualifies a definite beginning and end of the task.

TASK INVENTORY A list of task statements and/or duties performed by workers in an occupation.

TERMINAL PERFORMANCE OBJECTIVE A statement of job-related tasks which the learner is to be able to do to be a competent worker on-the-job. Contained in the terminal performance objective is: (a) a statement of performance which lets the student know how he is to show (demonstrate) what he has learned, (b) a statement of the conditions which will surround the student's performance, (c) a statement of the minimum level of acceptable performance. There is at least one terminal performance objective at the beginning of each module.

TERMINAL UNIT OBJECTIVES An objective which describes the behaviors which a student can demonstrate at the time he or she is certified by the institution as having completed the program of preparation. The student's performance of all the tasks in a given unit of instruction is the evidence that he/she has acquired cognitive affective and psychomotor learnings which are necessary for carrying out job duties.

UNIT A group of related modules which represent tasks in a single occupation and are directed toward a common purpose.

VOCATIONAL EDUCATION A course or option designed to directly assist an individual in career exploration, preparation, upgrading or retraining. It is organized into single occupations, clusters of occupations or sequential programs. Each may lead to entry-level employment, post-secondary education or prepare students for the role of a consumer or family member.

VOCATIONAL PROGRAM A group of related occupations which make up the local offerings in a single content area (e.g. local program titled food service consists of perhaps these occupations: cook, bus boy, waitress, etc.)

Ohio

ACTIVITY A very specific level in the hierarchy of a job. The activity is the smallest aspect of a skill, i.e., Job-Task-Step-Activity.

AFFECTIVE DOMAIN An area in the classification of objectives. The affective domain includes objectives that refer to values, attitudes, feelings and emotions.

BEHAVIORAL OBJECTIVES A statement of instructional goals expressed in observable and measurable terms. Such a statement includes the behavior, the conditions and the standard of acceptable performance.

COGNITIVE DOMAIN An area in the classification of objectives. The cognitive domain includes objectives that refer to mental and intellectual abilities.

COURSE OUTLINE A topical listing of the content of a specific course.

COURSE OF STUDY A comprehensive and detailed plan which shows the scope and sequence of content, and the organization and management of all instructional activities for a specific course in the curriculum.

CUE A term used in Occupational Analysis. The signal or information which supplies the necessary data on which to make a decision.

CURRICULUM An orderly arrangement of integrated subjects, activities and experiences which students pursue for the attainment of a specific educational goal.

Validated as of 4/82

DECISION A term used in Occupational Analysis. Any part of a task which calls for a choice to be made.

DUTY (Block) A large segment of an occupation made up of related tasks.

EVALUATION STRATEGIES Methods of determining the success of an instructional process including the necessary planning to insure the accurate appraisal of learner achievement in relation to behavioral objectives.

FORMATIVE EVALUATION An appraisal process designed to determine if a student is progressing satisfactorily; if, in fact, he understands what is being presented during the presentation/demonstration phase.

GROUPING A series of tasks grouped together, organized for instructional purposes and placed in a general time frame.

INSTRUCTIONAL METHODOLOGY The principles, methods and techniques for conducting the instructional process.

INSTRUCTIONAL SEQUENCE The order in which instructional content is carried out.

INSTRUCTIONAL SYSTEM An integrated combination of resources, (students, instructors, materials, equipment, facilities, content and time), techniques and procedures arranged in such a manner to assure the effective and efficient achievement of specified objectives.

JOB The composite of tasks or competencies which comprise the manipulative activities performed by an individual.

JOB PERFORMANCE REQUIREMENTS The knowledge and tasks required of people employed in a job, including the associated competencies and standards of performance.

LESSON PLAN A detailed teaching breakdown of the important points of a lesson arranged in the order in which they are to be presented. A lesson plan is a step by step analysis of how one intends to develop a lesson.

MANAGEMENT STRATEGIES Methods of organizing and manipulating instructional facilities, equipment, materials, students and time.

MODULE A natural subdivision of a group of tasks or competencies and composed of lessons that would logically be taught in close sequence.

OCCUPATIONAL ANALYSIS A list of all the job tasks and all the related technical knowledge needed to function successfully in a given occupation.

PERCEPTUAL DOMAIN A non-documented area in the classification of objectives. The perceptual domain includes objectives that refer to utilizing the senses in analyzing and diagnosing problem situations.

PERFORMANCE OBJECTIVE Same as a behavioral objective.

PSYCHOMOTOR DOMAIN An area in the classification of objectives. The psychomotor domain includes those objectives concerned with skills in the manipulation of materials and objects.

RELATED INSTRUCTIONAL CONTENT (Related Technical Knowledge) The information and understandings that a worker needs which are related to the manipulative tasks of the occupation.

ROTATION A process employed by a teacher which assures that all students have the opportunity to develop skills and gain experience in all phases of an educational program on an organized basis.

SCOPE The depth and breadth of the tasks and instructional content to be taught in a particular course.

SEQUENCING The process of arranging the instructional content into the most appropriate order for efficient and effective learning.

SKILL (Operation) A manipulative action performed while producing a finished product.

STEP A level within the hierarchy of a job, i.e., Job-Task-Step-Activity.

SUMMATIVE EVALUATION An appraisal process designed to determine the degree of accomplishment or achievement on the part of the student in relation to the behavioral objective(s).

TASK (Skill or Occupation) A unit of work performed in the completion of an assigned job, i.e., Job-Task-Step-Activity.

TASK ANALYSIS (Occupational Analysis) A specific and exact examination of the units of work in a task.

TEACHING STRATEGIES Methods of directing and conducting the process of instruction in a given situation.

Virginia

***AFFECTIVE DOMAIN** Learning which involves the interest, attitudes, values and emotions of the learner; the "feeling" a person has.

ARTICULATION A planned process within an educational system that coordinates instructional programs which will enable students to move from one instructional level to another or from one institution to another at the same instructional level, without unnecessary duplication or gaps in the instructional program.

****CHECKLIST** A list of activities or behaviors that are checked by a student, teacher or observer as being done during a particular observation session; frequently used to assess student performance in the psychomotor and affective domains of learning.

COGNITIVE DOMAIN Learning which involves recall, recognition and development of intellectual skills and abilities; the information a person "knows."

COMPETENCY Demonstrated ability (including knowledges, skills or attitudes) to perform a specific task successfully to meet a specified standard.

***COMPETENCY-BASED EDUCATION (CBE)** Educational programs to which required performance is specified and agreed to in vigorous detail in advance of instruction. Standards for CBE in Virginia are as follows: (1) role-relevant competencies that include standards that are identified and stated; (2) competencies are specified to students prior to instruction; (3) criterion-referenced measures are used to measure achievement of competencies; and (4) a system exists for documenting the competencies achieved by each student.

COMPETENCY RECORD/PROFILE A document that provides specific information concerning achievement of competencies in CBE course or program, including the following information: student name, program title, listing of all terminal competencies, enabling competencies if required, rating scale and method for authenticating the record.

CONCEPT A generalization or idea regarding a particular aspect or area of a course.

***COURSE** A defined segment of a program which includes a specified number of credit hours.

****COURSE OUTLINE** A topical listing of the content of a specific course.

COURSE OF STUDY A document that describes a particular course in broad terms. It includes: the course title, number of credits prerequisites; course description; content outline; terminal student performance objectives; time allocations and instructional aids.

#CRITERION (Criteria) The minimum standard that a student must meet to reach mastery of an objective.

****CRITERION-REFERENCED TEST (CRT)** A test constructed to yield measurements that are directly interpretable in terms of specified performance standards. An individual's performance is compared to a criterion; the criterion being the work or performance standard. Thus, the score on a CRT is based on absolute standards, such as job competency, rather than relative standards, such as class standing. (Also called a criterion-referenced measure, criterion-referenced evaluation, objective-referenced test, proficiency test or a domain-referenced test). Example: Go to your check-out station. Using a fellow student as a customer, make change for a $10.55 order. The customer has given you $15.

****CURRICULUM** All the objectives, content and learning activities arranged in a learning sequence for a particular instructional area. An orderly arrangement of integrated subjects, activities and experiences which students pursue for the attainment of a specific educational goal.

CURRICULUM GUIDE A document that includes those items listed in a COURSE OF STUDY for each course that is a part of a particular sequence within a curriculum. (If you have a course of study for each course, this would constitute a curriculum guide.)

***DUTY** A distinct grouping of tasks which are related to each other by the nature of the work to be performed (i.e., Job-**Duty**-Task-Step).

ENABLING COMPETENCY A competency that identifies one thing the student must be able to know or do to master the terminal competency.

ENABLING OBJECTIVE An objective that identifies one thing a learner must be able to know or to do to perform the terminal objectives.

***ENTRY-LEVEL SKILLS** The set of competencies required of a beginning worker in an occupation for immediate productivity upon entering that occupation.

"EVALUATION A judgment of the worth or quality of an individual's performance; judgment of a student's knowledges, skills and/or attitudes. (Also called assessment.)

"EVALUATION STRATEGIES Methods of determining the success of an instructional process, including the necessary planning to ensure the accurate appraisal of a learner's achievement in relation to performance objective.

"GOAL A statement of broad general direction or intent.

HANDBOOK/MANUAL A written document that details procedures and suggestions for administering aspects of a program.

INSTRUCTIONAL ACTIVITIES Educational activities completed by the students to learn specific competencies. (Also called learning strategies.)

INSTRUCTIONAL MATERIALS MANUAL A curriculum publication that is: (1) based on the performance and enabling objectives identified in the related instructional resource guide and (2) designed to provide for vocational teachers a comprehensive selection of topics, methods and materials corresponding to the competencies to be developed in a program or course. Instructional material manuals may include: transparencies, student worksheets, handouts, student information sheets, project sheets, contract forms and student guides.

INSTRUCTIONAL RESOURCE GUIDE A document that includes detailed information for developing competency based courses and programs. The guide includes information concerning the occupational domain, task list, performance and enabling objectives, criterion-referenced measures, learning activities, tools/materials, references, program and course descriptions, course content outlines, classroom management systems, student recording systems and additional resources.

INTRODUCTION A statement that suggests how a publication is to be used.

"JOB The composite of duties and tasks performed regularly in one's trade, occupation or profession (i.e., Job-Duty-Task-Step).

"LEARNING ACTIVITIES Educational exercises completed by the students to learn specific competencies. (Also called learning strategies.)

"LEARNING ACTIVITIES PACKAGES Individual self-contained packets of information to facilitate learning. Each LAP contains a pre-test, student performance objectives, learning activities, self-checks and a post-test. (Also called learning packages, learning modules or learning packets.)

LESSON PLAN A detailed teaching breakdown of the important points of a lesson arranged in the order in which they are to be presented. A lesson plan is a step-by-step analysis of how one intends to teach a lesson.

"MASTERY A specified level of performance, meeting all of the specified minimum requirements for completion of a task or competency.

"MODULE A unit of instruction; a package of learning materials designed to allow a student to achieve a competency or set of competencies; a learning activity package.

"NORM-REFERENCED TEST A test in which the student's score is compared to the performance of other students taking the test.

#OBJECTIVE An intent communicated by a statement describing a proposed change in a learner — a statement of what the learner is to be like when he or she has successfully completed a learning experience. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate.

"OCCUPATIONAL CLUSTER A group or listing of occupations within a vocational area that share common experience, knowledge and skill requirements, such as manufacturing occupations, construction occupations, etc.

#PERFORMANCE A clear statement of what the learner will be able to do after mastery status has been obtained.

PERFORMANCE GUIDE A listing of steps in sequential order which the student must perform in achieving an objective.

PERFORMANCE OBJECTIVE A statement, in measurable terms, of what behavior the learner will be able to exhibit under specified conditions. Each performance objective is composed of three parts: performance, conditions and criterion or standard.

PREFACE A statement that introduces the subject and explains the purpose of a publication.

"PREREQUISITE Anything that is required before something else can take place. Generally used to refer either to specific skills, abilities or other requirements needed before an occupational position can be attained or to knowledges and skills required before a specific objective can be mastered.

"PROGRAM A course or planned sequence of courses, services or other educational activities designed to meet specific vocational objectives so that individuals are prepared to enter an occupation or closely related groups of occupations.

"PSYCHOMOTOR DOMAIN Learning which involves manipulative or motor skills; the physical activities a person does in performing a skill.

"SKILL A manipulative action performed while producing a finished product or performing a task. (Also called operation, task or competency.)

"STANDARD That part of a performance objective or of a criterion-referenced measure which describes how well or to what proficiency level a task must be performed. (Also called performance level, criterion or work standard.)

"STEP The smallest aspect of a skill; a very specific level in the hierarchy of a job (i.e., Job-Duty-Task-**Step**); simpler abilities to do a more complex task.

"TASK A discrete unit of work performed by an individual in the completion of an assigned job duty (i.e., Job-Duty-**Task**-Step). (Also called skill, operation.) For example: a task that a cashier/checker might perform would be to bag customers' orders or merchandise.

TASK ANALYSIS An organized method for identifying roles, responsibilities and jobs performed by workers in an occupation or content in nonoccupational courses. Task analysis is used in CBE to establish instructional content and scope.

TASK LIST A list of tasks performed by workers in an occupational domain (also called job inventory) or what is required to be taught in a non-occupational course (industrial arts, general business, exploratory, etc.).

"TEACHING STRATEGIES Methods of directing and conducting the teaching-learning process of instruction in a given situation.

TERMINAL COMPETENCIES Knowledges, skills or attitudes identified to students prior to instruction, that students should exhibit at the end of a period of instruction.

TERMINAL OBJECTIVE A statement that identifies what the student should know or be able to do at the end of a period of instruction.

"UNIT A major grouping of instructional content arranged because of its similar nature or for ease of instruction or learning.

VALIDATION A procedure used to determine and verify if tasks/competencies identified for a vocational program are valid.

*Taken from **Participant's Guide for In-Service Training**, Division of Vocational Education, Virginia Department of Education, Richmond, Virginia, 1977.

Taken from **What is Competency Based Vocational Education (CBVE)? Maryland Vocational Curriculum Production Project, 1978.

#Taken from **Competency-Based Vocational Education: A Review**. W.C. Knaak. ERIC Clearinghouse on Career Education, the Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977.

Wisconsin

ADVANCED PLACEMENT INFORMATION Description of the process through which a student may receive advanced placement within the course without actually completing the learning activities.

ADVANCED STANDING INFORMATION Description of the process through which a student can receive credit for the course without actually completing the learning activities.

ADVISEMENT PLAN A systematic plan for providing support services to students, designed to help them to achieve success in their learning programs.

ADVISER/COUNSELOR See COUNSELOR/ADVISER.

ARTICULATION A system/method of interrelating specific disciplines among groups to facilitate continuous and efficient progress of students, through a planned curriculum.

ASSIGNMENT SHEET Provides a description of a designated learning activity, as well as guidelines for its completion. Used for activities which do not result in a completed project as may be the case with Project Sheets. Examples include finding the answers to study questions, completing mathematical calculations, etc. Some educators use either Project Sheets or Assignment Sheets for the same purpose.

Validated as of 4/82

ATTENDANCE/GRADE RECORDS A record format custom tailored to the course, used to keep permanent records of class attendance and all learning evaluations.

AUGMENTATION UNIT Developmental sub-routine provided for students whose background has not prepared them for the challenges of the scheduled learning experiences.

CATALOG A comprehensive collection of performance objectives, performance guides and related data developed in specific domain.

CLASS POLICIES AND PROCEDURES Classroom management rules and regulations for the students' guidance are detailed in this document. The topics covered include attendance, safety, conduct and other similar topics.

COMPETENCY-BASED OCCUPATIONAL EDUCATION Instruction that is derived from verified tasks performed in each occupation/job and assesses learner performance on the basis of present criteria.

COMPUTER-BASED EVALUATION Student evaluation using techniques of interactive computer routines to assess student competency.

CONSORTIUM A group of state agencies, institutions or other entities which have been legally constituted through letters of commitment, agreements or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purposes of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

COUNSELOR/ADVISER School staff member assigned to provide counseling and career advisement services to students enrolled in the course.

COURSE COGNITIVE PROFILE Symbolic description of the cognitive learning style of the "ideal" student.

COURSE DESCRIPTION Narrative description of the course, used to communicate course content to students, educators and the public at large.

COURSE MAINTENANCE RESPONSIBILITY Name of person (instructor, coordinator) responsible for regular periodic review and updating of curriculum.

CRITERION-REFERENCED TEST ITEM An exercise based upon a performance objective and designed to measure attainment of that objective.

CROSS-REFERENCE TABLE A table that identified the relationship among duties and tasks found in the occupational inventory and the performance objectives in the final catalog. Also noted are time-spent indices on all tasks by D.O.T.

CURRICULUM A carefully selected group of courses or a sequence of subjects, the content of which will provide the necessary skills, knowledge and understanding to meet a stated educational goal.

DEPARTMENT/FACILITY POLICY/PROCEDURES A document designed to accomplish the functions and activities necessary for the processing and management of medical (health care) records in accordance with the requirements of government and the guidelines and standards of accrediting organizations. The specific contents and design of this document varies among institutions and states.

DICTIONARY OF OCCUPATIONAL TITLES (DOT) A document published by the U.S. Department of Labor, Employment and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DOMAIN (Occupational Domain) A group of job titles that are related on the basis of required skills and knowledge.

D.O.T. CODE A nine-digit number used to identify a specific job within a given cluster.

DUTY A cluster of related tasks performed by incumbent workers in an occupational domain.

ENROLLMENT PATTERNS Description of pattern, cycles and/or schedules for admitting new students into the course.

EQUIPMENT LIST Listing of all tools and equipment used in the course. (This is one of three parts of the Resource Inventory. The others are Media Bibliography and Materials/Supplies List.)

EVALUATION KEYS Answer keys used as references for scoring student evaluations.

EVALUATION OF COURSE An instrument used to conduct an evaluation of the course by the students.

EVALUATION OF INSTRUCTOR An instrument used to conduct an evaluation of the instructor's performance by students and supervisory staff.

EVALUATION VALIDATION PLAN Systematic plan employed to ensure that evaluation methods are valid and reliable.

FIELD TRIP GUIDE The field trip guide establishes a meaningful framework for experiencing and interpreting field trips. Included is introductory information, as well as follow-up materials to reinforce the value of the field trip as a learning experience.

GOVERNMENTAL LAWS/CODES/REGULATIONS A generic term referring to federal, state and local laws, statutes, ordinances, codes, guidelines, instructions, licensure, standards, rules and other governmental directives relevant to medical records.

INFORMATION SHEET Information sheets contain printed instructional content which is not available from other readily usable resources. This includes new text materials written by the instructional staff, as well as content adapted or paraphrased from existing sources.

INSTRUCTION The activities dealing directly with the teaching of students and/or with improving quality of teaching.

JOB A group of tasks performed by a job incumbent.

LAB EXPERIMENT A learning activity, usually conducted in a laboratory setting, designed to offer a chance to observe or confirm important principles, properties or relationships being studied.

LEARNING CONTRACT A written agreement, signed by the student, which details the learning goals and timetable for completion.

MATERIALS/SUPPLIES LIST Listing of all expendable supplies and materials used in the course. (This is one of three parts of the Resource Inventory. The others are Media Bibliography and Equipment List.)

MANAGEMENT GUIDELINES FOR INSTRUCTORS A set of guidelines which describe management strategies and practices being used in the course. Intended for use by instructional staff, these guidelines help provide consistency between instructors and class locations.

MATH LEVEL Math skills needed for successful completion of learning activities.

MEDIA BIBLIOGRAPHY Listing of all print and non-print media resources used in the course. (This is one of three parts of the Resource Inventory. The others are Equipment List and Materials/Supplies List.)

MODULE A set of instructional materials related to the learning of a task and designed to help students manage their own instruction. (It usually consists of a description of the task, the performance objectives, learning activities, list of learning resources, self-check or practical exercises and criterion-referenced tests.)

MODULE TITLE SHEET Each instructional module is structured with a module title sheet. The title sheet provides a durable, attractive cover for each module. The use of individualized titles, layouts and graphics allows for flexibility in design so that the department/program can adopt a format unique to it.

NOTE TAKING GUIDE SHEETS Note taking guide sheets provide a systematic framework for recording notes to follow a lecture/discussion, demonstration, reading assignment or other designated learning experience.

OBJECTIVES (Terminal Performance) A statement of instructional intent which describes the condition under which the task is to be performed, the specific action to be demonstrated and the minimum standard of acceptable performance which must be exhibited.

OCCUPATIONAL ANALYSIS A process that examines an occupation and documents the knowledge of skills required for successfully fulfilling the requirements of that occupation.

OCCUPATIONAL INVENTORY (Task Inventory Booklet) A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

OCCUPATIONAL SURVEY The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types or career field ladders for the collection and analysis of information concerning such duties.

OE CODE A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

Validated as of 4/82

OCCUPATIONAL VOCABULARY LIST A listing of vocabulary unique and/or necessary to a course or program area. This curriculum component may include practice routines as well as mere definitions of terms.

ORAL/VERBAL EVALUATION Student evaluations using oral questions and responses or techniques of discussion and debate to establish competency.

OUTLINE (COURSE) A sequential listing of the units of instruction included in the course.

PACKAGE, LEARNING All of the materials required for instruction in a particular job task, including all of the contents of the learning module and teacher's guide, as well as all related learning resources.

PAPER-PENCIL EVALUATION Student evaluation using paper as the means of presenting questions and collecting responses.

PERCENT MEMBERS PERFORMING The percentage of incumbent workers surveyed that perform a specific task.

PERFORMANCE-BASED INSTRUCTION Instruction which requires the learner's demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE CHECKLIST EVALUATION Student evaluation which assesses student competence based on correct performance of a process or procedure, in both its sequence and detail.

PERFORMANCE GUIDE (PG) A series of steps required for performance of a task arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE (PO) A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard performance.

PERFORMANCE/PRODUCT CHECKLIST EVALUATION A type of performance exam which lists both the steps and the end result — the product. Both the process and the product are important in judging performance.

PREREQUISITES (Courses/Tasks) Mastery of tasks and groups of tasks (courses) necessary before enrollment to provide need background.

PRESCRIPTION (Learning Style) A prescribed learning activity sequence designed for a student, taking into consideration his or her unique needs and attributes as determined through a cognitive style mapping assessment, with the intent of maximizing the benefits of the learning experience.

PRODUCT CHECKLIST EVALUATION A type of performance evaluation in which the product or end result of the performance is judged.

PROFESSIONAL READING GUIDE Guidelines for maximizing the effectiveness of professional reading experiences. The guide identifies the assignment and may provide introductory as well as follow-up information.

PROGRAM RELATIONSHIPS A statement identifying the relationship of the course to all degree, diploma and/or certificate programs in which it fulfills a specific requirement.

PROJECT SHEET Project sheets provide detailed instructions for the performance of learning activities. Included are such items of information as the tools, equipment, supplies and performance guide, as well as pertinent illustrations and self-evaluation criteria.

QUEST EXPERIENCE An optional assignment available to provide a challenging experience for students whose ability or background has prepared them for such challenges.

READING LEVEL Minimum reading level required of students entering course to successfully complete the learning activity.

RELATIVE TIME SPENT (Time Spent) A scale (1-7) used by incumbents to rank the time spent doing a specific task compared to the time spent doing any other task within the duty area.

RESOURCE INVENTORY A listing of all resources which relate to a specific instructional sequence. Though resources are identified in specific learning sequences in each module study guide, this document provides a convenient, all-inclusive listing of resources by module, unit, course and program area. The resource inventory consists of three parts: 1) Media Bibliography, 2) Equipment List, and 3) Materials/Supplies List. (Each of these is separately defined under its heading elsewhere in this list.)

SELF-PROGRESS REVIEW The self-progress review is a self-test device for students to evaluate their own progress. The review can address cognitive, affective as well as psychomotor learning elements.

SPECIAL REQUIREMENTS Supplies, tools, clothing and other required items which need to be purchased by students in order to participate in the learning activities.

STUDENT EVALUATION SYSTEM Description of the evaluation methods used in the course, and the role of each in the determination of course grade.

STANINE VALUES The stanine is a rating scale of 1-9 which provides for a distribution of items across a numerized range assigned to the items. Stanine values are computed using the following calculations.

Stanine Value	Percentage
9	4 Top
8	7
7	12
6	17
5	20 Middle
4	17
3	12
2	7
1	4 Bottom
Range 1-9	100% Total

STATE-OF-THE-ART (SOA) STUDY Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

STUDENT GUIDEBOOK A handout pamphlet or module which provides new students with orientation to the methods, procedures and standards used in the course.

STUDENT PROGRESS RECORD The student progress record provides a matrix of program and course competencies and student achievement as a function of time. It provides a continuous record from the entry of the student to the point of graduation or withdrawal, as well as beyond, in the student's permanent records.

STUDY GUIDE The study guide is the road map within each module to guide the student's progress from start to finish. The guide provides a sequential listing of all learning activities and progress evaluations.

TASK A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

TASK CRITICALITY The aspect of a task statement which makes its accomplishment crucial to the acceptable performance of a worker or student.

TASK LIST A list of validated tasks in duty categories which form the basis for instructional content within the course.

TASK TIME-SPENT INDEX An index of relative time spent on each task within a domain of interest and appearing on a task list. The task time-spent index is computed from selected samples of incumbent workers who respond to task listings in an occupational inventory booklet.

TEXTBOOKS, LEARNING MANUALS Textbooks and learning manuals are used to convey larger segments of printed information to students. Textbooks can be commercially produced, published by the school, purchased from other educational agencies or can be commercial documents (i.e., parts catalogs, trade specifications manuals, etc.) purchased or obtained free of charge from business establishments.

WRITING TEAM A team of people representing instructors with subject matter expertise, persons having knowledge and experience in developing criterion-referenced measures, local or state supervisors in the domain being developed, workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific DOT areas.

V-TECS

CATALOG A comprehensive collection of performance objectives, performance guides and related information developed in a specific occupational domain.

CRITERION-REFERENCED TEST ITEM An exercise based upon a performance objective and designed to discriminate between acceptable and non-acceptable task performance.

D.O.T. CODE A nine-digit number used to identify a specific job title in the

DICTIONARY OF OCCUPATIONAL TITLES. A publication of the Department of Labor which groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

OCCUPATIONAL DOMAIN A group of job titles that are related on the basis of required skills and knowledge.

PERFORMANCE GUIDE A series of steps (activities) required for performance of a task, arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE A statement in precise, measurable terms of a specific behavior to be exhibited by a learner under specified conditions. V-TECS performance objectives consist of three discrete components:

1. **TASK** An action or behavior to be performed;
2. **STANDARD** a business/industry based written specification/definition of the results of competent task performance;
3. **CONDITIONS** tools, equipment, work aids and other environmental constraints which effect task performance.

TASK A unit of work with the following characteristics:

1. Has a definite beginning and ending point.
2. Is associated with a specific job title.
3. Contains two or more steps of which there is not a restatement of the original task statement.
4. Has a standard of performance which can be defined, described and verified.
5. Has a result.

Open Entries

COMPETENCY-BASED VOCATIONAL EDUCATION (performance-based vocational or vocational-technical, education, CBVE) Instructional programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards.

Learning materials used in these programs identify, verify and publish in advance of instruction the job tasks (competencies) the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur.

Competency-based instruction places emphasis on the ability to do, as well as on learning the how and why. Student performance and knowledge is individually evaluated against the stated criteria, rather than against group norms.

CRITERION-REFERENCED TEST (criterion-referenced measure, final evaluation, final assessment, criterion exam, checkout activity) An evaluation of student performance or knowledge of a task according to the conditions and standards stated in the performance objective.

ENABLING OBJECTIVE (micro-performance objective, lesson-level objective, subobjective, learning objective, specific objective) A statement that specifies a subskill or element of information that must be learned to perform the more complex task described in the performance objective. A series of enabling objectives leads the student step-by-step to mastery of the performance objective.

LEARNING ACTIVITIES (learning experiences, learning steps, assignment sheets) Directions telling the student what to do, why and how to perform a task.

LEARNING MODULE (module, student learning guide, learning activity packet) A set of materials organized around a task and designed to help the student manage his or her own instruction. It usually consists of a description of the task, the performance objective, enabling objectives, learning activities, references to learning resources, self-check or practice exercises and criterion-referenced tests.

LEARNING PACKAGE All of the materials required for instruction in a particular job task, including the learning module, teacher's guide, information sheets, job sheets and other learning resources.

LEARNING RESOURCES (adjunct resources, referenced resources) Materials or activities, separate from procedural directions and resource persons from which or whom a student gains the skills, knowledge and attitudes necessary to perform job tasks. They may include print and audiovisual materials of all kinds, equipment used in the occupation, computers, simulators, peers, instructors, internships, group discussions and lectures.

PERFORMANCE CHECKLIST (instructor checklist, product checklist, performance test) A type of criterion-referenced test that requires the student to actually do a task, under the conditions and at the standard specified in the performance objective.

PERFORMANCE OBJECTIVE (terminal performance objective; competency objective; behavioral objective; V-TECS objective; unit objective; skill, knowledge or attitude objective) A statement in measurable terms of what the learner must do or know to master a task and be tested on it. It consists of three parts: (1) the conditions under which the task will be performed (the materials/supplies provided), (2) a description of the task, and (3) the standard for how well the task must be performed.

PERSONALIZED CBVE (individualized CBVE) A type of instruction that permits student self-pacing. The program content remains fixed, but the learning process does not. Every student learns to perform the same job skills, but each takes as long as his or her particular learning style requires to complete the program. Such instruction usually provides for student entry any time there is an opening and exit any time a course is completed.

TASK (competency, job skill, performance) A measurable element of work from a larger occupational/job activity, usually performed by a single worker in a short span of time. Some CBVE users group the tasks of a given occupation/job into duty areas.

TASK LIST (occupational inventory, competency profile or list) A listing of the identified tasks performed by workers in a given occupation/job.

A task list is referred to as validated or verified if experts in the occupation/job have reviewed it and confirmed the importance of the identified tasks. Some lists may include an estimate of the relative amount of time spent by a worker on each task.

UNIT OF INSTRUCTION (teacher's guide) A set of materials used for planning and delivery of instruction. It usually includes performance objectives, suggested activities, information sheets, assignment sheets, visual aids, tests and answer keys.

WRITTEN TEST (paper and pencil test, post-test, written exam) A test that measures the student's knowledge of how to do a task. It may be, but is not necessarily, criterion-referenced.